

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Jason Julius

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Platteville Middle School

(As it should appear in the official records)

School Mailing Address 40 East Madison Street

(If address is P.O. Box, also include street address.)

City Platteville State WI Zip Code+4 (9 digits total) 53818-2139

County Grant County State School Code Number* 43890080

Telephone 608-342-4010 Fax 608-342-4497

Web site/URL http://www.platteville.k12.wi.us E-mail julius@platteville.k12.wi.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Connie Valenza E-mail: valenza@platteville.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Platteville School District Tel. 608-342-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Brian Miesen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☒ Small city or town in a rural area
 - ☐ Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	55	66	121
5	41	52	93
6	51	54	105
7	46	56	102
8	60	55	115
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	253	283	536

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 3 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 7%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1	536
(5) Total transferred students in row (3) divided by total students in row (4)	0.067
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 2 %
13 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Russian, Chinese, French, Cambodian, German, Yoruba, Indonesian, and Hmong
8. Students eligible for free/reduced-priced meals: 31 %
 Total number students who qualify: 167

Information for Public Schools Only - Data Provided by the State

The state has reported that 34 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 12 %
62 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>14</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The mission statement of Platteville Middle School is to make a difference in the lives of our students. Our focus in making that difference will be demonstrated each day in our classrooms and lived out by our faculty and staff as positive and healthy role models.

PART III – SUMMARY

Platteville Middle School is a school that “Puts the Kids First.” This is not just an expectation, but part of the mission of this school since its formation. Our purpose is to create a center of learning that focuses on students, families, and to build this community, which supports our beliefs and values. This has been a tradition in Platteville, and remains strong today. Historically our school has focused on the population that isn’t elementary or high school, but serves the child in the middle. Our students are unique, and our goal is to serve this transcendent student, the student who is living through a period of change that is challenging and unlike any other time in his/her life. No matter each child’s background, special needs, homeless, neglected, abused, or gifted, each child who comes into our school will be greeted by a staff that will do anything within our abilities to responsibly meet each educational, social, and emotional concern. Our goal is to ensure the child’s right to learn, and provide a staff that works each day to make that happen. Each individual and extraordinary student that walks through our doors becomes a part of the Platteville Middle School family.

Each staff member cares, provides trust, and embraces the responsibility of each student, which is what drives our school. From conducting classroom meetings, gathering in homerooms, or providing the countless before and after school programs, our mission is clear--help each student become a part of our community of learning.

Platteville as a community is one where education is emphasized and valued. We are one of the largest communities in rural Southwest Wisconsin based on population. The University of Wisconsin-Platteville provides us with a tremendous amount of resources and support. This give-and-take partnership allows for university students to observe in the middle school and those same students help tutor or provide assistance to middle school students in need.

We provide academic support at all times of the day. Students who need additional assistance meet individually with teachers before and after school. Homework club is provided after school often with tutors from the Education program at UW-Platteville. We provide SOAR, (Study, Organization, And Responsibility) to help students who need additional guidance and support on a daily basis. We believe all students can learn and if a child has a need, we work as a team to provide the opportunity for that need to be met.

We have implemented Common Core standards and have rewritten curriculum and instruction to match the expectations of a rigorous academic standard. Our professional development meetings are always focused on improving curriculum and connecting curriculum between grade levels. We have also put a focus on multicultural awareness by providing students of all ethnicities a voice in our school through the POWER of US campaign that we offer each year. Communication has improved between home and school with the use of online grading and progress reports. Parents are encouraged to contact staff members on a frequent basis to continue the support of the whole child. Platteville Middle School is a Response-to-Intervention (RtI) school that takes the goals of RtI seriously and implements it each day. We are in the process of implementing its co-component, Positive Behavioral Interventions and Supports (PBIS), and have trained and developed a team of staff members that are dedicated to making our school one that focuses on consistent and successful behavior school-wide.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Curriculum at Platteville Middle School consists of five core subjects: Reading, Language, Math, Social Studies, and Science.

Over the past few years, we have been working on aligning our reading and language curriculum to meet the Common Core standards. In reading classes, students are expected to read independently, both inside and outside of the school day. Students are taught to read “closely”- reading actively through thought and analysis and annotating a text. Teachers provide a balance of whole class and small group novels. This allows teachers to create a common reading experience while also giving students opportunities to select novels under a certain thematic study. A love of reading is instilled in students by giving them time and choice in reading. Many teachers also read aloud to students, discuss novels that are engaging and teach a valuable lesson to middle school students. A variety of fiction and nonfiction texts are used in class, and students are encouraged to use specific skills taught in reading in other classes. In language class, curriculum is focused on grammar knowledge and usage as well as composition. Expository, narrative, and argumentative writing compositions are incorporated. Students are encouraged to demonstrate their creative writer’s voice, use researched facts to demonstrate knowledge, and take pieces of writing through the entire writing process. Lucy Calkins, Stephanie Harvey, and Accelerated Reading programs are infused into the reading and writing curricula.

The goal for our mathematics program is to encourage and produce confident, diligent math students who have the skills and dispositions to use math sensibly, efficiently and accurately. Our math curriculum and instruction is closely aligned with the Common Core State Standards (CCSS) for math. Assessment drives our curriculum needs. These standards are designed to provide a conceptual-based, linear progression of skills, understanding and problem-solving in math as students progress throughout Platteville Middle School from 4th grade mathematics to 8th grade algebra. The eight mathematical practices guide instruction, including but not limited to: model with mathematics, make sense of problems and persevere in solving them, construct mathematical arguments, and looking for patterns in numbers. Students acquire foundational skills through direct instruction, modeling, activities and games, abstract thought, reasoning, and inquiry. Differentiated instruction is embedded into lessons as teachers address the multiple learning styles found in each classroom. The math program also relies on best practices in mathematics for instructional planning. We emphasize analyzing, sorting, and applying mathematics to real-world problems, and employ hands-on learning experiences whenever possible aiming to create a strong foundation of understanding.

Social studies classes at our school allow students to study geography, history, politics, economics, and culture. Students use a variety of modes to learn- texts, narratives, videos, images, technology- and demonstrate their knowledge in creative projects, written assignments, presentations, and tests/quizzes. Content standards utilized are the Wisconsin Model Academic Standards, however, the application and practice of literacy skills within social studies activities occur regularly with alignment of CCSS literacy standards embedded in the social studies activities. Social studies is a venue for the vital application and content connections of literacy and social studies standards.

Our science curriculum is an integrated, spiraling approach where earth, life, and physical science concepts are taught at all grade levels. Students have many hands-on laboratory opportunities to solve problems like a scientist and model phenomena experienced in the natural world. Students are also expected to present their projects to their peers and other audiences. We are in the process of aligning our curriculum to the Next Generation Science Standards and College and Career Readiness Science Standards, with a primary focus on teaching students how to read, write, and think like scientists. In addition to conceptual background knowledge, our goal is for student mastery of foundational science process skills, such as making observations, asking questions, making predictions, forming hypotheses, designing and conducting experiments, analyzing data, making claims based on data, and supporting claims with evidence and

reasoning. Collaboration with speakers and programs from the UW-Platteville's Science Department, for example, at the Engineering Expo are commonplace.

2. Other Curriculum Areas:

At Platteville Middle School (PMS), we require general music in 4th, 5th and 6th grades, and students can choose elective courses, such as choir, strings, and band in 5th-8th grades. These courses meet every other day for the year. Our general music program employs the Comprehensive Musicianship through Performance teaching method, which is a way of planning instruction, establishing specific skill and knowledge, and affective outcomes beyond just "singing the notes". This model encourages students to acquire the skills and knowledge they need, and it delves into the affective realm. Students are encouraged to think deeply about the music they perform and to view the world through the lens of music.

Students in orchestra and band meet every other day for 50 minutes. Students with stringed instruments receive individual lessons every 2 weeks or about 14 times a year. Our music teachers have instructional time for individual and small group lessons. This ensures that students are growing in skill and knowledge. We use technology and rubrics to assess student learning. Teachers use student self-assessment and self-reflection such as journals and exit tickets. We perform concerts during and after school, in our community and offer portfolio nights for students to share their talents. Our students also march in parades, compete in Solo/Ensemble contests, participate in Honors auditions and Large Group Festival.

Art meets every other day for 50 minutes and is required through 6th grade. An art elective is available to 7th and 8th graders, which meets every other day for the year. Our visual arts curriculum incorporates all aspects of student learning, and support for learning is embedded in the structure of the curriculum, which aligns to grade level curriculum whenever possible. Students are introduced to different eras and cultures and compare these to their own time and culture. Students reflect and share their ideas about images relevant to the area of study and their work is displayed throughout the school halls, commons and library. Art is readily adapted for students who need more support in their learning.

Our technology program is built upon the Project Lead the Way goals of teaching pre-engineering skills and preparing students for technological-based careers. The 7th grade students have General Technology classes every other day for 50 minutes, all year long, while 8th grade students have a technology elective. Skill acquisition is facilitated by the sequential, activity-based nature of learning experiences. They study automation, robotics, and the nature of electrons. Sixth grade students meet every other day for two quarters of the year, also for 50 minutes. The emphasis is on problem solving with an engineering focus. Support at all levels is provided by partnering students, providing assistants from UW-Platteville, and by meeting with students during study halls and homeroom times.

In our physical education program at PMS, students receive PE in 5th-8th grades every other day for 50 minutes. Our 4th graders have PE four days a week and health one day for 30 minutes. Our 7th and 8th grade students can choose an elective physical education class. SHAPE America focuses the content of physical education and provides the detail that guides physical education instruction and lifelong physical activities exploration (i.e. roller blading, cross-country skiing). The National Standards provide a vision of what students need to know and do at each grade level.

We believe that high-quality physical education instruction contributes to good health, develops motor skills, and encourages fitness levels that are associated with academic achievement. Our PE program supports students in skill acquisition with a structured learning program as well as an adaptive component for students with special physical and academic needs.

Our foreign language class, Spanish, is offered to 7th and 8th graders. Spanish A and Spanish B meet all year, every other day, for 50 minutes. Exploratory Spanish is a semester course that meets every other day. Multiple modalities are used to promote student learning. Lessons utilize best practices in language learning: physical movement, verbal practice, and text-based resources. Partnerships and team-based projects provide support for students as they expand their knowledge and skills.

We're proud of the offerings we provide for students. We feel that we prepare students for a lifetime of opportunities in their future.

3. Instructional Methods and Interventions:

Tier one instructional approaches include methods that meet the needs of students' developmental and content needs, e.g. fourth and fifth grade are self-contained, and seventh and eighth grades are instructed by content specific instructors. Instructors use guided practice, scaffolding, and peer collaboration, while providing a technology-rich environment.

The district initiates a one-to-one program at seventh and eighth grade levels with each student using an iPad. Chromebooks and computer labs are also available to 7th and 8th grades. Fourth, fifth, and sixth grades have ready access to classroom sets of Chromebooks, iPad minis, and labs. Our one-to-one options enable project-based learning, collaboration with peers and teachers, and increases in technological support and modifications, e.g. teacher notes, speech to text, apps for leveled practice, and assistance with organization.

Intervention and enrichment placement is based on universal assessment, and STAR reading and math. These are in conjunction with more frequent teacher-generated assessments and classroom performance tasks, which drive instruction and RtI placement. Tier two and tier three student populations are placed in smaller learning groups (5-8 students) with teachers who are skilled in remediation strategies. Students with IEPs work with special education teachers for more specific instruction. Decisions are driven by more frequent assessment and running records, as well as learning needs; e.g. special education or medical. Based on quarterly assessments administered to the tier one population, student-learning objectives are set for the next quarter, which creates flexible grouping and enrichment opportunities for students above and at benchmark status.

Problem based learning is offered to students in various content areas, such as math and science through lab experiments and problems of the week that pertain to students' immediate world. These problems of the week emphasize the process of solving a problem: gathering of information, applying learned skills, and collaborating with peers, parents, and teachers.

All students at PMS benefit from differentiated instruction, not only students with IEPs. Our aim is to maximize long-term learning goals and to ensure that essential learning objectives are met. Through collaboration with special education providers, parents, students, and other interested stakeholders, differentiation and modifications are established that include leveling, lower student-support staff ratio, repeated practice opportunities, and small group re-teaching.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Wisconsin Student Assessment System (WSAS) assessment data for Platteville Middle School from 2009-2014 demonstrates five-year performance trends that have had significant percentage increases of students who consistently score in the Proficient or Advanced skill levels on the Mathematics and Reading assessments. The WSAS is a statewide standardized test composed of both the WKCE (Wisconsin Knowledge and Concepts Examination) and the WAA-SwD (Wisconsin Alternate Assessment for Students with Disabilities). The Reading and Mathematics portions are administered annually to all Wisconsin students in grades 3-8 and grade 10. In addition, Platteville Middle School uses STAR Reading and Math assessments for frequent short- and long-term progress monitoring.

For the entire middle school population, the percent of students scoring Proficient or Advanced on WSAS, math increased from 60% to 72% and reading increased from 41% to 49%. It is important to note that during this same time the middle school increased our overall student attendance by over 60 students from 416 students in 2009-10 to 478 students in 2013-14. Consequently, the real impact of these percentage gains in scores resulted in our numbers of Proficient and Advanced students increasing by 94 more students being Proficient or Advanced in math and 64 more students in reading!

In addition to macro-trends in scores, our school community analyzes assessment data by key subgroups of students. Socio-economically-disadvantaged students represent our largest subgroup at 30% of our student population. While this group had a 10% increase in Proficient or Advanced students in the five year period, this group still shows a significant achievement gap from the overall student population. We face a similar gap with Students Receiving Special Education. The small student populations in other subgroups make it difficult to analyze larger trends in WSAS performance; however, a key note is that the percentage of African American students scoring in the Proficient or Advanced category increased in math from 33% in 2009-10 to 59% and in reading from 27% in 2009-10 to 45% in 2013-14. The performance trends for all students in subgroups show an improving trend-line.

To improve our school climate and to close the achievement gap, we have worked to add and improve the intervention courses we offer to students below the 40th percentile ranking in Reading and Math assessments. We now offer both added reading and math instructional time and very small personalized tutoring periods with licensed teachers.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Our commitment to the Wisconsin vision of Response-to-Intervention (RtI) steers our decisions about analyzing assessment data to improve student and school performance. Over the past five years, we have developed an RtI leadership team that has streamlined the assessment schedule we use to gather data and developed our systems for using assessment to build instruction.

We use annual WSAS data combined with quarterly STAR Reading and Math assessment reports to make curriculum and supplemental instruction decisions. Students who need additional instructional support complete additional monthly STAR assessments and weekly progress monitoring to add to our understanding of their instructional needs. 4th and 5th grade teachers also refer to Fountas and Pinnell assessments for informing reading level decisions. Assessment data is not just analyzed, but always blended with classroom observations and faculty knowledge of students to design unique student learning plans.

Assessment data is analyzed by teachers in bi-weekly grade-level meetings to discuss student performance between teachers and school administration, monthly curriculum team meetings between K-5 and 6-12 content-area teams to build cohesive curriculum and common assessments, and quarterly data retreats to meet in content areas across the grade levels to discuss individual student needs and larger trends in assessment data. We are continuously improving our Student Intervention Team (SIT) processes to better identify issues in our community and to communicate information between staff, students, and parents.

Key stakeholders are involved at every level, including the RtI-coordinator, school psychologist, guidance counselors, librarians and media staff, principals, and especially Student Services staff to make sure we are addressing all student needs. Through these frequent discussions both horizontally and vertically, we have developed district benchmarks for determining the levels of scaffolding and wrap-around support we offer to students at all levels of academic achievement. Then we make sure to celebrate our students' achievements in quarterly awards ceremonies and frequent announcements in community newspapers.

Our academic achievement gains reflect a caring school culture that has focused on designing an assessment policy built on teacher-led data-monitoring mixed with continual classroom and community feedback.

Part VI School Support

1. School Climate/Culture

“The mission statement of Platteville Middle School is to make a difference in the lives of our students. Our focus in making that difference will be demonstrated each day in our classrooms and lived out by our faculty and staff as positive and healthy role models.”

One way we made a difference at PMS in the 2013-2014 school year was to highlight our positive school culture through the Platteville Middle School Community of Kindness Project. This school-wide program builds a positive, safe, and supportive school climate in accordance with our school’s kindness policy. Key components of the program are Class Meetings, Power of One, and acknowledgement of Kindness Tasks.

Weekly Class Meetings are the core of school climate change and include Student Voice (students determine and lead discussions on topics to be resolved by peers) which empowers students to impact change. Class meetings provide a place for student voices to be heard and help them become better communicators, problem solvers and creators of change. Staff members ensure a safe and supportive environment for sharing while building class cohesion and sense of community.

Power of One includes a weekly Kindness Quote with a Kindness Task to be completed by students. Students turn in a completed task form to be documented and then receive a Kindness Card to be redeemed at the Kindness Cart during acknowledgement times.

Example:

Quote: Michael Watson said, “Strong people don’t put others down. They lift them up.”

Task: Your Kindness Task this week is to build others up with positive words.

Acknowledgement and celebration of students demonstrating kind acts showcase visits to the Kindness Cart or participation in special activities. Students redeem their Kindness Cards for these activities or for items sponsored by area businesses. School-wide assemblies invite parents and community members in to recognize and celebrate students and staff who demonstrate exceptional acts of kindness and involve speakers, games, and awards.

The Community of Kindness program provides equity for all students at PMS. The needs addressed in Student Voice-led meetings with active support from peers and staff in overcoming hardships break down achievement gaps for students in need. Students in an environment stressing kindness learn resiliency, self-advocacy, and persistence in overcoming barriers to education and social issues.

This environment in which all voices are valued and kind acts are recognized carries over to environment where teachers feel valued and supported.

2. Engaging Families and Community

The staff at Platteville Middle School takes pride in our partnerships with area agencies and businesses to enhance school success for our students through providing assemblies, speakers, and parent programming to promote positive school climate and culture.

Partnerships for ongoing programming include: Platteville Police Department, Family Advocates, ,Inc., Family Connections, Southwest Health Center, UW Platteville, Platteville Public Library, Platteville Safe & Stable Families, Platteville Regional Chamber.

Gender Series: A 6 week book series covering books by Leonard Sax (Boys Adrift and Girls on the Edge) with in-depth parent discussions on how to build resiliency and positive growth mindsets in their children. Student success showed in understanding their true potential and ability to demonstrate more effort and persistence at difficult academic tasks.

BEST (Becoming Empowered, Strengthening Ties): An 8 week program, which emphasizes homework strategies, reading with children at home, financial literacy, family SMART goals, and developing a communication link between home and school. Parents learn accessibility to school/teacher information, build positive relationships with their children's teachers, how to support their children academically at home and receive parent education through formal/informal supports and resources. The identified students recognize the importance of school and their accountability for learning.

BEST Support Group: Ongoing monthly support group meetings to continue home-school communication and provide a forum to discuss school related parenting concerns. Supporting parents benefits students by continuing to build trust, open lines of communication, and furthering parent/family engagement with school.

Ages & Stages and Resource Fair: Area agency therapists and mental health professionals presented awareness and strategies for creating community solutions and making resources available for parents seeking meaningful dialog regarding mental health in children of various developmental ages and stages. Parents and students in need were able to access early intervention for mental health services without barriers of stigma, showing improvement in behavioral and emotional symptoms in regard to attendance and commitment to school and positive solutions to family change.

Kindness Cart: Business owners of Dairy Queen, Country Kitchen, Dupaco Credit Union, Ubersox Auto, Melby Funeral Home, Big M Self-Storage, Platteville Regional Chamber, among others, sponsored our school's Community of Kindness Project acknowledgement system. In 2013-2014, 80% of students in grades 4 through 8 participated in the Community of Kindness Project demonstrating kindness tasks each week. Improvement in school climate with students demonstrating better attitude toward self, school and others were reported.

3. Professional Development

The Platteville Middle School is committed to having high-quality opportunities for the school's staff to grow professionally. This starts from the very beginning a new teacher enters the building with our Teacher Induction Program. The district provides each new teacher with an experienced mentor and both individuals attend monthly meetings and meet weekly to make sure that new teachers feel connected and supported. These meetings range from acclimating the new teacher to Platteville and to the building expectations to helping establish strong parent partnerships and classroom management strategies.

All teachers and administrators are encouraged to attend conferences and workshops to continue to learn best practices. Many times these conferences are in the staff members' subject areas or are technology seminars. Not only does attending these conferences allow the staff to network with other districts, but it also models to our students the importance of being a lifelong learner.

A substantial use of the school's professional development resources has been the development of a Curriculum Team. This team includes teachers from every subject and every grade level. This team meets every month and plans much of the time spent for upcoming Professional Development days. The focus of this group has been to align the curriculum horizontally (across the grade level) and vertical (across departments) by answering the following four questions, "What do we want our students to know and be able to do?" "How will we know when our students know it?" "What will we do with the students that know it?" "And what will we do with the students that don't know it yet?"

The students are dismissed early the second Wednesday of every month during the school year to provide the staff professional development time that is planned by the Curriculum Team. The time is spent aligning the curriculum with the academic standards and developing authentic assessment. Curriculum mapping is done to ensure all standards are being addressed and assessed.

As we have taken steps to make sure what we are teaching is aligned with the standards, the next step is to make sure our students comprehend what is being taught. We have provided professional development time for grade level teams to analyze the data that is being collected by classroom assessments and district assessments. During these data retreats, students who are not demonstrating proficiency in a particular subject are scheduled into a Response to Intervention group.

4. School Leadership

With the arrival of a new principal last year, the focus of unifying the Middle School building became a priority. With only one principal, one of the guidance counselors serves as the Dean of Students. Staff have also taken on the roles of leadership via grade team leaders, curriculum leaders, committee leaders, and RtI leaders. There is a collaborative effort between the School Counselor, Dean of Students, and the Principal to make sure the needs of staff and students are met.

The leadership philosophy is one of collaboration. The administration takes the time to meet with each grade level team and department twice a month. During these meetings, student concerns, upcoming events, and instructional challenges are shared. These meetings provide the opportunity for teachers to collaborate with administration to address student and staff needs. In addition to the team meetings, monthly large staff meetings are held to address building goals and current issues that arise.

These grade level teams are constantly meeting on their own to improve instructional practices based on assessment data, build curriculum, and plan for the entire grade level needs. Teachers are empowered to help each other by sharing resources and practices. Staff members are encouraged to hold a session in their room and share what they have learned at a conference. Participation is voluntary, but teachers from all grade levels will attend.

The School Counselor and Dean of Students are constantly talking to teachers to find the best way to “wrap around” all students. They meet with parents, students and teachers to make student-centered decisions based on the recommendations and discussion from the Student services forms and meetings of the Student Intervention Team (SIT).

Staff are encouraged to take on leadership roles. This could be as a team leader, a part of the PBIS or curriculum teams, or the additional committees meeting the needs of our families. This empowerment carries over to the students as well for leadership opportunities as class leaders, diversity team members, or student council representatives.

The principal is a visible leader who spends time with teachers and students. By being in the classrooms, the hallway or in the commons, he is constantly observing the activity within the school day. He is an individual that holds staff and students to high expectations and has challenged all individuals to be more than just competent, but to “Be Great”.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	71	67	70	45	58
Advanced	19	16	17	12	14
Number of students tested	86	93	81	88	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	61	44	43	30	45
Advanced	9	9	17	8	18
Number of students tested	33	34	23	37	22
2. Students receiving Special Education					
Proficient and above	43	33	62	31	40
Advanced	14	0	12	15	20
Number of students tested	7	12	8	13	10
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	72	66	74	43	56
Advanced	16	15	19	13	13
Number of students tested	75	85	74	83	75
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	75	72	72	77	57
Advanced	24	27	15	29	14
Number of students tested	96	85	88	77	77
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	71	65	58	57	20
Advanced	13	13	14	9	8
Number of students tested	31	23	36	23	25
2. Students receiving Special Education					
Proficient and above	33	60	44	25	14
Advanced	13	30	6	12	7
Number of students tested	15	10	16	8	14
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	75	75	72	77	58
Advanced	23	29	15	27	14
Number of students tested	88	76	81	70	71
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	70	66	67	63	63
Advanced	11	17	11	26	22
Number of students tested	91	95	87	81	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	57	49	57	30	42
Advanced	4	11	7	0	21
Number of students tested	23	35	28	23	24
2. Students receiving Special Education					
Proficient and above	22	44	27	17	33
Advanced	11	6	0	0	17
Number of students tested	9	18	11	12	12
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	75	66	68	64	67
Advanced	11	17	10	27	22
Number of students tested	83	88	77	73	67
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	73	77	67	63	68
Advanced	16	28	33	16	18
Number of students tested	103	95	81	75	91
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	55	60	24	47	50
Advanced	6	17	8	6	11
Number of students tested	33	30	25	32	28
2. Students receiving Special Education					
Proficient and above	33	29	7	10	16
Advanced	0	7	0	0	0
Number of students tested	15	14	14	10	19
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	74	76	68	64	67
Advanced	15	28	34	13	17
Number of students tested	98	83	73	67	88
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	70	56	63	58	53
Advanced	22	18	25	20	20
Number of students tested	101	85	76	89	91
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	1	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	48	16	52	41	41
Advanced	10	12	17	7	16
Number of students tested	31	25	29	29	32
2. Students receiving Special Education					
Proficient and above	15	13	22	10	9
Advanced	0	0	11	0	0
Number of students tested	13	15	9	20	11
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	70	58	63	60	52
Advanced	21	17	21	21	20
Number of students tested	90	77	67	85	83
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	47	42	43	41	49
Advanced	15	6	15	10	15
Number of students tested	86	93	81	88	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	30	29	22	19	23
Advanced	6	0	9	0	9
Number of students tested	33	34	23	37	22
2. Students receiving Special Education					
Proficient and above	29	8	25	23	40
Advanced	14	0	12	8	20
Number of students tested	7	12	8	13	10
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	47	40	45	40	47
Advanced	12	7	16	11	12
Number of students tested	75	85	74	83	75
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	45	49	39	64	44
Advanced	9	9	12	13	9
Number of students tested	96	85	88	77	77
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	32	43	14	43	20
Advanced	6	4	3	0	8
Number of students tested	31	23	36	23	25
2. Students receiving Special Education					
Proficient and above	27	20	19	12	14
Advanced	0	10	0	0	0
Number of students tested	15	10	16	8	14
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	43	54	35	61	45
Advanced	8	11	12	11	8
Number of students tested	88	76	81	70	71
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	46	41	54	46	38
Advanced	9	8	7	6	8
Number of students tested	91	95	87	81	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	35	23	36	13	21
Advanced	4	6	4	0	8
Number of students tested	23	35	28	23	24
2. Students receiving Special Education					
Proficient and above	22	17	0	0	17
Advanced	0	0	0	0	17
Number of students tested	9	18	11	12	12
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	49	39	53	48	40
Advanced	10	7	6	5	7
Number of students tested	83	88	77	73	67
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	50	61	57	32	44
Advanced	4	12	10	7	3
Number of students tested	103	95	81	76	91
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	30	37	28	16	29
Advanced	0	10	8	3	0
Number of students tested	33	30	25	32	28
2. Students receiving Special Education					
Proficient and above	13	7	7	10	0
Advanced	0	0	0	10	0
Number of students tested	15	14	14	10	19
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	49	63	58	32	42
Advanced	4	12	10	6	3
Number of students tested	98	83	73	68	88
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	54	48	45	46	31
Advanced	3	11	11	4	8
Number of students tested	102	85	76	89	91
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	1	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	39	24	41	34	22
Advanced	0	8	7	0	6
Number of students tested	31	25	29	29	32
2. Students receiving Special Education					
Proficient and above	14	7	11	10	9
Advanced	0	0	11	0	0
Number of students tested	14	15	9	20	11
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	53	51	43	44	31
Advanced	3	10	9	5	7
Number of students tested	91	77	67	85	83
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: